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SELF-CONCEPT AMONG INTERMEDIATE COLLEGE STUDENTS

Parige Venu Gopal, Research Scholar, Department of Education, Acharya Nagarjuna University, Guntur
Dr.M.Esther Suneela, Research Guide, Department of Education, Acharya Nagarjuna University, Guntur

ABSTRACT:

Individuals with high self-concept will likely have high life satisfaction, they easily get adjusted to life, and they communicate their feeling more appropriately. However, it was not certain whether self-concept would decline or improve as individuals' age, or whether self-concept would vary between genders and ethnic groups. To prove, a study was carried out to compare the self-concept of college students in an Asian context. The inquiry utilized the cross-sectional design in finding out significant differences in the self-concept of participants in terms of age, gender, and ethnicity. The present study aims at studying the level of self-concept of the intermediate students in Guntur district of Andhra Pradesh. In order to investigate Self Concept Questionnaire was developed by Dr.Raj Kumar Saraswat. The scale was designed for the age group of 14- 18 years. The scale consists of 48 items. It is a five point scale with responses ranging from most acceptable to least acceptable.

Keywords: self-concept, life satisfaction, Process of experience

Introduction:

A child's concept of self is an emergence of the process of experience and involves both physical and environmental factors. Some of these factors are inherited and, therefore, presumably outside the possibility of manipulation. On the other hand, many of the environmental factors are capable of being changed to some degree. Most but not all phenomenological theories of personality are built around the conception of the self as the main structural element and organizing principle. The degree of self-esteem one possesses goes far in determining how one will behave under various circumstances, what one's level of aspiration will be, and what happiness and contentment one will enjoy in the course of one's life.

"Self" in terms of personality has two meanings. In one, the self is a picture of who we are. But self also refers to an active, adaptive process of doing, of managing between forces. This is the self as a doer rather than the self as perceived. It is the 'self' Adler had in mind when one spoke of the creative self, which overcomes man's sense of helplessness and inferiority and creates a style of life that permeates everything we do.

Maintaining self-concept requires that the person's self-picture be appropriately and consistently reflected in everything one does and happens to him. Enhancing self or self-actualization means fulfilling one's potential at the highest level of which one is capable. Not only are primitive needs, such as hunger and thirst, gratified in the healthy or self-actualizing person, but there must also be continued growth and positive striving.

Generally, Self-concept can be referred to as a set of beliefs, attitudes, and opinions that each person holds to be true about one's existence. Several research shows that self-concept is the basis for all motivated behavior. The self-concept gives rise to the possible 'self,' and it is the possible self that generates motivation for behavior. Self-concept is the image we have of ourselves that develops in several ways but is mainly influenced by our interactions with important people.

Psychologists define *self-concept* as an individual's perception of one's behavior, abilities, and unique characteristics. Self-concept is a mental picture of looking at oneself as an individual. For example, beliefs such as "I am a better person" or "I am kind-hearted" are all part of an overall self-concept. Self-concept tends to be more malleable when younger people still go through self-discovery and identity formation.



Objective of the Study:

1. To find out the level of Self-Concept of Intermediate Students.
2. To find out the impact of Self-Concept of Intermediate students on Gender, Locality, Type of Management, Medium of study and Educational status of the Parents.

Hypothesis of the study

1. There is no significant difference on Self Concept of Male and Female Intermediate Students.
2. There is no significant difference on Self Concept of Rural and Urban Intermediate Students.
3. There is no significant difference on Self Concept of Government and Private Intermediate Students.
4. There is no significant difference on Self Concept of English medium and Telugu medium Intermediate Students.
5. There is no significant difference on Self Concept of Intermediate students with Literate and Illiterate Parents.

Method of the study:

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

Sample Selected for the Study:

The sample for the present study was Intermediate college students of in the Guntur district of Andhra Pradesh state who follow the state syllabus. The present study was carried out on a representative sample of 1000 Intermediate college students studying from various areas in Guntur district of Andhra Pradesh state. The sample was selected using a random sampling technique. The investigator considered the following strata while sampling viz., Gender, Locality, Type of Management, Medium of study and Educational status of the Parents were chosen for the present study.

Data analysis:

Objective-1: To find out the level of Self-Concept of Intermediate Students.

Table – 1: Whole sample analysis of Self - Concept

Whole	Mean	SD	% Of mean
1000	193.83	8.19	80.76%

Observation:

The following observations have been made from the above table. The Total Number of students is 1000. The mean value is 193.83, the standard deviation value is 8.19, and the means percentage is 80.76. The level of Self-Concept is high.

**Interpretation:**

As per the table the result shows that, all the sample intermediate students' fall under the high level in their Self-Concept. The Self-Concept was dispersed widely among intermediate students.

Objective -2: To find out the impact of Self - Concept on Gender, Locality, Type of Management, Medium of study and Educational status of the Parents.

Hypothesis 1: There is no significant difference on Self Concept of Male and Female Intermediate Students.

Table 2: Self - Concept – Gender analysis

Gender	N	Mean	% of Mean	S. D	't' Value
Boys	500	187.29	76.78	14.26	3.85*
Girl	500	184.28	78.03	11.06	

* Significant at 0.05 level

Interpretation:

From the above table, the following observations have been made: The number of students is 1000, the boys are 500, and the girls are 500. The mean of the boys was 187.29, the SD value is for boys 14.26, and the percentage of mean value is 76.78, the mean value of the girls was 184.28, and standard deviation value is 11.06. The SED value is 0.78, and the "t" value is 3.85, which is significant at the 0.05 level.

Finding:

From the above table, the obtained 't' value is 3.85 is greater than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is rejected. It is concluded that the variable "Gender" is significant at 0.05 level. The results found that Boys are better than girls in their Emotional Intelligence.

Hypothesis 2: There is no significant difference on Self Concept of Rural and Urban Intermediate Students.

Table: 3: Self-Concept Locality analysis

Location	N	Mean	% of Mean	S. D	't' Value
Rural	500	188.38	78.49	12.35	2.40*
Urban	500	183.29	76.37	16.82	

* Significant at 0.05 level

Interpretation:

From the above table, the following observations have been made. The total number of students is 1000, the number of urban students is 500, and the number of rural students is 500. The mean of urban students is 183.29, and the



mean of rural students is 188.38. The SD in urban students is 16.82, the SD in rural students is 12.35, and the SED value is 0.88. The t-value is 2.40, which is significant at a 0.05 level.

Finding :

The above table, the results indicate that the obtained 't' value 2.40 is greater than the table value of 1.96 at 0.05 level. Therefore it is a significant. Hence the null hypothesis is rejected. There is significant difference between Students belonging to rural and urban areas in their Self Concept. Rural students are better to have good Self Concept compared with urban school students regarding from the results. It is concluded that locality impacts in their Self Concept.

Hypothesis 3: There is no significant difference on Self Concept of Government and Private Intermediate Students.

Table: 4: Self-Concept- Type of Management analysis

Type of Management	N	Mean	% of Mean	S. D	't' Value
Government	250	174.90	72.87	7.82	4.37*
Private	750	184.18	76.74	13.20	

* Significant at 0.05 level

Interpretation:

From the above table, the following have been made. The number of students is 1000. The government college students are 500, and the private college students are 500. The mean value of government college students is 174.90. And the standard deviation is 7.82. The mean value of private college students is in Emotional Intelligence 184.18, the standard deviation is 13.20. The SED value is 2.45, and the "t" value is 4.37, which is not significant at 0.05 level.

Finding:

From the above table, it is found that the obtained t value is 4.37 is greater than the table value of 1.96 at 0.05 level. Therefore it is significant. Hence the null hypothesis is rejected. There is significant difference between Students belonging to government and private college students in their Self Concept. Private college students are better in their Self Concept.

Hypothesis 4: There is no significant difference on Self Concept of English medium and Telugu medium Intermediate Students.



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Table: 5: Self-Concept Medium of Study analysis

Medium of Study	N	Mean	% of Mean	S. D	't' Value
Telugu	200	178.90	74.54	8.32	0.85@
English	800	176.78	73.65	10.98	

@ Not Significant at 0.05 level

Interpretation:

From the above table, the following have been made. The number of students is 1000. The Telugu medium students are 500, and the English medium students are 500. The mean value of Telugu medium students is 178.90. And the standard deviation is 8.32. The mean value of English medium students is in Self Concept 176.78, the standard deviation is 13.81. The SED value is 2.55, and the "t" value is 0.85, which is not significant at 0.05 level.

Finding:

From the above table, it is found that the obtained 't' value is 0.85 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is accepted. There is no significant difference between intermediate Students belonging to English medium and Telugu medium students are same in their Self Concept.

Hypothesis 5: There is no significant difference on Self Concept of Intermediate students with Literate and Illiterate Parents.

Table: 6: Self-Concept -Educational Status Wise analysis

Educational Status	N	Mean	% of Mean	S. D	't' Value
Illiterate	250	176.44	76.51	7.30	1.62@
Literate	750	186.59	77.74	13.57	

@ Not Significant at 0.05 level

Interpretation:

From the above table, the following observations have been made. The number of intermediate students is 1000. The students belongs to Illiterate parents is 500, and the students belongs to Literate parents is 500. The mean value a student belongs to Illiterate parents is 176.44, and the standard deviation is 7.30, The mean value from student belongs to



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Illiterate parents is in Emotional Intelligence 186.59, the standard deviation is13.57. The SED value is 6.25, and the "t" value is 1.62, which is significant at 0.05 level.

Finding:

From the above table, it is found that the obtained t value is 1.62 is less than the table value of 1.96 at 0.05 level. Therefore it is not significant. Hence the null hypothesis is accepted. There is no significant difference between students with Literate and Illiterate Parents are same in their Emotional Intelligence.

Findings:

1. There is significant difference on Self Concept of Male and Female Intermediate Students.
2. There is significant difference on Self Concept of Rural and Urban Intermediate Students.
3. There is significant difference on Self Concept of Government and Private Intermediate Students.
4. There is no significant difference on Self Concept of English medium and Telugu medium Intermediate Students.
5. There is no significant difference on Self Concept of Intermediate students with Literate and Illiterate Parents.

Conclusion:

According to the results, the role of a parent and teacher in the changing social scenario is becoming very challenging. Earlier, the teacher was the only source of information and commanded respect on this count. Today, we have multiple information centers like books, coaching centers, audio visual aids such as audio cassettes, video tapes, microfilms, and internet services that provide information to those who need it. Society is becoming more materialistic, and values are pushed into the background. So the parent and teacher role is crucial in developing their self concept at intermediate stage.

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